

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [X] Magnet [] Choice

Name of Principal Ms. Aretha Nichole Brooks

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Harry Stone Montessori Academy

(As it should appear in the official records)

School Mailing Address 4747 Veterans Drive

(If address is P.O. Box, also include street address.)

City Dallas State TX Zip Code+4 (9 digits total) 75216-7103

County Dallas County State School Code Number* 057905066

Telephone 972-794-3400 Fax 972-794-3401

Web site/URL http://www.dallasisd.org/stone E-mail licurry@dallasisd.org

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Mr. Mike Miles E-mail: MILESFM@dallasisd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Dallas Independent School District Tel. 972-925-3700

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr Miguel Solis
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 151 Elementary schools (includes K-8)
 - 40 Middle/Junior high schools
 - 40 High schools
 - 0 K-12 schools
- 231 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 7 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	29	40	69
7	34	39	73
8	20	30	50
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	83	109	192

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 41 % Black or African American
 - 51 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 5 % White
 - 2 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 0%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	0
(4) Total number of students in the school as of October 1	187
(5) Total transferred students in row (3) divided by total students in row (4)	0.000
(6) Amount in row (5) multiplied by 100	0

7. English Language Learners (ELL) in the school: 21 %
40 Total number ELL
 Number of non-English languages represented: 1
 Specify non-English languages: Spanish
8. Students eligible for free/reduced-priced meals: 65 %
 Total number students who qualify: 125

Information for Public Schools Only - Data Provided by the State

The state has reported that 71 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 0 %
0 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- | | |
|--------------------------------|--|
| <u>0</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>0</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>0</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	3
Classroom teachers	22
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	1
Paraprofessionals	1
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 16:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	98%	98%	98%	98%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: We strive to create life-long learners; fostering individual responsibility, mutual respect, self-discipline, and a passion for excellence to become inquiring, compassionate, global citizens who take action.

PART III – SUMMARY

Harry Stone is a Magnet and authorized International Baccalaureate (IB) World School offering the Middle Years Program (MYP). A unique and non-traditional public middle school, we are one of two middle schools within the district to be designated as an IB campus, have a 1:1 technology initiative, and share electives teachers and the physical campus space with a pre-kindergarten through fifth grade Montessori school which provides the opportunity for students to be a part of Stone from pre-kindergarten through eighth grade. We are distinguished to be the only campus to have all three programs.

We are a Title I school with a 71% economically disadvantaged student enrollment comprised of 2% two or more races, 5% White, 41% Black/African American and 51% Hispanic/Latino. Harry Stone is located in the Southern sector of Dallas County, in a low socio-economic area of the city. Opening our doors in 1957 as a traditional neighborhood elementary school, we became a Magnet school in 1992 which required students to apply to attend. To be eligible to apply students must have a minimum GPA of 75 on a hundred point scale and a minimum score set by the district each year on the State Assessment of Academic Readiness (STAAR) test or have scored in the 40th percentile on a National Standardized test. Students who apply and meet these minimum scores complete a writing assessment and are interviewed by a teacher panel.

As a magnet campus, our student body is comprised of students from four quadrants of the city and nearby suburbs. Therefore, we are not afforded the advantage of a cohesive school community that is inherent in a neighborhood school where families are in close proximity to the campus. However, we are fortunate that our parents make it a priority to be actively involved.

In support of the IB Learner Profile character traits: (Principled, Communicators, Caring, Inquirers, Knowledgeable, Risk-Takers, Open-minded, Reflective, Thinkers, and Balanced) and our mission statement which includes preparing youth for life-long learning, we believe we must educate our students to be competitive in a global market and the 21st Century. We feel we must provide a 21st Century learning environment for them. To that end we are on the cutting edge in the area of technology and have embraced the motto: “In order to change the way we learn we have to change the way we think.” We have become part of a 1:1 initiative where every student has been provided a personal laptop that they are able to take home each day. We also believe all our students can and will meet high intellectual expectations. Every student, regardless of his/her academic achievement level, is enrolled in Pre-Advanced Placement classes.

In addition to the core and elective courses, students meet weekly in 45 minute House advisory sessions where they have been divided into eight multi-age groups. These House meetings are a vehicle to perform community service or action, provide opportunities for student leadership and reinforce the IB Approaches to Learning (ATL) skills that help students “learn how to learn” and to make connections to their learning from a global perspective.

An obvious indicator that our strategies manifest successful results is reflected in the school’s performance on the state’s standardized testing where we achieved Exemplary ratings, the highest rating possible, on the Texas Assessment of Knowledge and Skills (TAKS) in the 2008-2009, 2009-2010, and the 2010-2011 school years along with Gold Performance Acknowledgements with Commended in the subject areas of Reading/ELA, Writing, Mathematics, Science, and Social Studies. No ratings were reported in the 2011-2012 school year because the STAAR test was being implemented. Students continued to excel on the new more rigorous test earning the accountability rating of “Met Standard,” again the highest rating for both the 2012-2013 and 2013-2014 school years with Distinction Designations in Reading/ELA and Mathematics the first year and earning five of six Distinctions in Reading/ELA, Mathematics, Science, Postsecondary Readiness, and Top 25% Closing Performance Gaps for the 2013-2014 school year.

In keeping with our philosophy of educating the whole child, additional indicators include our highly acclaimed Fine Arts Department. Our students consistently receive the highest marks in competitions each year in the state’s University Interscholastic League (UIL) in Choir, Orchestra, and Theater Arts. Award winning paintings and sculptures created by our visual arts students are displayed throughout the campus.

Extensions beyond the classroom walls are also visibly noticeable in our butterfly, wildflower, and fruit and vegetable gardens. Students also successfully participate in a myriad of other activities including Debate, academic UIL, Pentathlon, Lone Star Challenge, and Destination Imagination contests along with Science fairs, Spelling Bees, Geography Bees, Math Olympiad, poetry and essay competitions.

We are extremely proud that ninety-four percent of our 2013-2014 eighth grade class has been accepted to a magnet or school of choice for high school. We will continue to be dynamic and systemic in our approach to equip students with the tools they need to be successful in high school and beyond.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The Curriculum consists of eight subject groups as prescribed by the International Baccalaureate Program. It is our own design, but is guided by IB practices and the state's standards: the Texas Essential Knowledge and Skills (TEKS). The IB unit plan and each department's vertical plans are the framework used for structuring our curriculum. The vertical plan aligns IB content from grade six through grade eight with the TEKS. The unit plans are the structure for our individual lessons used to teach state required content.

The eight subject groups are language and literature, math, sciences, individuals and societies, physical education and health, design, arts, and language acquisition. All eight subject areas are considered core by the IB and all students must be enrolled in all eight subjects over the three year program. The curriculum is a framework for learning. It is a holistic, student-centered, inquiry based curriculum in which students are taught to make connections between what they are learning in the classroom and the real world and is interdisciplinary in nature, with a focus on concepts rather than topics. Through the Approaches to Learning our students begin to understand how to learn and how they learn best. The curriculum is rigorous, lends itself to high student engagement, and requires reflection about processes and learning from both students and teachers.

The Language and Literature program encompasses an integration of reading and writing skills through inquiry-based instruction. District and state TEKS have been aligned with the IB objectives. Instructional content includes, but is not limited, to non-fiction, novel study, poetry, various media / technological sources and applications, as well as Socratic inquiry and discussion with an international focus for a true multi-cultural learning experience. Students often work in collaborative groups to support learning needs and they are challenged through higher order thinking processes when conceptual mastery is demonstrated. Additional foundational support is provided via in-school tutoring classes.

Math addresses each unit through real world applications and incorporation of problem solving strategies and skills as a basis to construct solutions. Weekly vertical collaboration provides the opportunity to bridge any gaps in foundation and collaborative heterogeneous grouping for group work allows for students of all abilities to be challenged. Interdisciplinary units are used to build a cohesive curriculum throughout each grade level. Assessment incorporates rubrics and student-produced products rather than just multiple-choice responses. The course progression through the grades utilizes State and District standards to prepare students for high school level Algebra I coursework. All students in grade eight are in Algebra I and take the State's End of Course Exam and will receive high school credit.

The science curriculum is based upon instruction that leads students to organize and categorize information, creating building blocks of knowledge from one grade to the next. Scientific investigation and reasoning skills are embedded within the science content standards. Students use laboratory equipment, work collaboratively, and conduct field investigations. Technology is used to enhance learning as students gain knowledge needed for testable explanations and predictions of natural phenomena. This learning process develops an understanding of science and the natural world, helping students to become familiar with scientific inquiry, questioning, and proposing explanations based on evidence. This curriculum approach has been aligned with the District and state TEKS. Online digital lessons, virtual labs, and an audio student edition support struggling learners. The flipped classroom and using video based projects provide opportunities for additional engagement for those who have mastered the required material.

Our Individuals and Societies program blends Montessori philosophy with IB philosophy – especially in the sixth grade, a transitional year, where we strive to teach students what it takes to be successful. They begin with world history and literature as the context for the foundational social studies skills they will use in their study of geography, history, culture, economics and citizenship through Texas Studies in seventh grade and American History in eighth grade. They are expected to develop critical thinking skills to analyze information, investigate, and communicate knowledge in project based classrooms. Reflection on what is learned and the learning process is crucial to deepening student's understanding. All learning styles are

supported through varied instructional approaches involving all the senses. An especially useful strategy incorporates activities that allow students to move about the classroom thereby enhancing learning for all skill levels. All are expected to be critical thinkers. Differences between skill sets can be observed in the degree to which students are able to critically evaluate. By aiming for the highest bar everyone is challenged and all will achieve a level of success.

College and Career Readiness:

The curriculum seeks to support college and career readiness in many ways. All students are enrolled in Pre-Advanced Placement courses regardless of academic achievement levels. We also have become an authorized International Baccalaureate World School. Both programs put students in a position to acquire college credit hours prior to actually entering college. Because of our course offerings students will have completed three years in a Language other than English; either Chinese, French, or Spanish and will have earned two high school credits. They will receive high school credit for Algebra I this year and Physics and English I beginning in 2015-2016. With these five credits they are already on the track toward high school graduation and entering college. Each year the counseling department hosts a college and career fair. As a constant reminder of the goal, banners from eighty different colleges hang in our cafeteria.

2. Other Curriculum Areas:

Other curriculum areas are the fine arts: piano, choir, orchestra (strings), theater and visual art, Physical Education, Health, Technology Applications, Design, Robotics, Debate, Speech, Student Leadership, Newspaper and the World Languages of Chinese, French, and Spanish.

One hundred percent of our students are enrolled in a Fine Art, World Language, Physical Education, Technology Applications, or Design class in each of the three years. Debate and Health are offered two periods each day. Debate is for all three grade levels with Health for seventh and eighth grades only. Speech, Newspaper, and Leadership are offered one period each day and are for sixth, seventh and eighth grades. About 16 % take the electives that are offered for one period each day and about 32% are enrolled in the ones that are offered two periods.

The arts use the state TEKS which have been aligned with the International Baccalaureate objectives for lesson plan development and are the guide in our commitment to a standard of excellence in the development of student achievement in our arts program.

Theater strives to enhance the core subjects through theatre performance, design and history. History and English skills are enhanced by using historical literary works for presentation, student authored scenes, and monologues. Students analyze and critique each other's work as well as their own. Math expertise is strengthened through scenery design and construction. All of the arts are centered on problem solving and critical thinking. Music classes, both choral and instrumental, along with the visual and theater arts delve into the history of past civilizations to build a foundation for arts history. Students compose original works and creatively learn to solve the difficult lessons in music theory. In Visual Art students' work includes sculpture, paintings, and other designs of artistic expression. Ensuring incorporation of the TEKS in the arts validates the concept that the arts are essential to any strong curriculum.

Physical Education and Health uses an inquiry-based approach to explore physical and health education concepts across the curriculum. A vertically aligned curriculum map is utilized to address the TEKS at each grade level ensuring that students in grades 6-8 have mastered the concepts necessary to be successful at the next level. Interdisciplinary units are taught with other subject areas. Sixth grade students take PE for the full school year while seventh and eighth grade students are enrolled for one semester each year. CATCH (Coordinated Approach to Child Health) is utilized to promote physical activity and healthy food choices at school and home. Students are given the opportunity to partner and volunteer in the community and with local organizations which assists students with developing leadership skills, helps to prevent substance abuse, and allows them to explore college opportunities.

Languages other than English are Spanish, Mandarin Chinese and French. The students begin in sixth grade in one of the languages and will earn two high school credits while at Stone. TEKS are integrated through the use of oral participation, extensive focus on the culture of the language, and multiple opportunities to reinforce vocabulary.

Newspaper teaches the basics of journalism and students write and publish a digital bi-monthly school paper.

Leadership is designed to allow students to discover their innate leadership abilities through a collaborative process of student and teacher designed activities. Service and action are the major focus of the class with campus projects used to raise monies that support the local and international communities. These activities are spearheaded by the Student Leadership class.

Students are enrolled in Technology Applications, Design, and Robotics in order to satisfy the IB Design requirement. All seventh grade students are required to take Technology Applications. Because of the IB Design requirement students will also take either Introduction to Tech Apps, Advanced Tech Apps, Robotics and/or one of the other Design classes we offer in sixth and eighth grades depending on individual schedule flexibility. All incorporate media literacy utilizing an inquiry-based, hands on approach as well as high-level thinking skills in the content areas of science, technology, math, reading, and the humanities. Students are challenged to apply practical and creative thinking skills to solve design problems using the IB design cycle of research/investigation, design, plan, create, and evaluate. The TEKS from all core content areas are addressed.

Speech and Debate classes provide platforms for students to put the TEKS into practice, developing social, expressive, persuasive, creative, and imaginative skills. The standards are applied to analyzing and evaluating different propositions and preparing positive and negative arguments in preparation for competitions.

3. Instructional Methods and Interventions:

A significant aspect to instruction at Stone is that it is not limited to the classroom. Students participate in a series of educational field trips each year, some of which include an annual trip to the State Capitol and Bob Bullock Museum in Austin each year for 7th graders. Sixth grade travels to Glen Rose, TX to Dinosaur Valley and the Perot Museum of Science and History. Eighth grade students visit the Sixth Floor, Holocaust, and Bush Museums. These unique learning experiences are incorporated into the lessons.

Using IB Assessment criteria descriptors, students are assessed for understanding. They are given multiple opportunities through formative assessment to provide evidence about what they can do rather than what they cannot and are provided feedback on what is needed to progress to the next level. Students are not assessed solely on the basis of a compendium of multiple-choice answers to isolated problems. Rubrics are provided prior to assigning a summative task so that students know exactly what they must do to earn a specific score.

Our inquiry-based instruction allows all students to experience success. Multiple learning modalities are encompassed in this approach, and multiple ability levels are challenged. Much of the learning is collaborative, with groupings that enable students at different ability levels to learn from and with each other. A critical component is student reflection which requires students to think about their learning and become partners in the process. Teachers are able to collaborate and revise instruction as necessary through the use of our internet based curriculum management system which has both the state standards and IB objectives available for access as part of the planning process.

Teachers are able to create reports sorted by a variety of criteria from isolating a particular TEK to searching for specific vocabulary. They are also able to access the units being taught and assessments in all subjects and grade level by their peers. This process allows for an ongoing ability to be informed about instruction.

One to One Technology provides all students with a new laptop to use both in and out of school. It is a source of research and information and enables students to access intervention and/or practice software. Individualized interventions are available for students to be able to access assignments via several internet based programs where they are able to redo assignments for mastery at their own pace.

In addition to regular instruction, we provide in-school enrichment and daily tutoring as part of study skills and/or IB Design classes. After school tutoring is available as needed. On the other end of the spectrum, the IB Design classes offer enrichment to those students served under the Talented and Gifted program as does the pre-Advanced Placement curriculum.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Our accountability data is reflective of two state assessment measures, Texas Assessment of Knowledge and Skills (TAKS) and the State Assessment of Academic Readiness (STAAR). The STAAR, the current state assessment, provides opportunities for schools to earn an accountability rating based on student performance across four indexes; student achievements, student progress, closing performance gaps, and post-secondary readiness. Our students performed above standard, earning five of seven distinction designations for the 2013-2014 school year in the areas of: Reading/ELA, Mathematics, Science, Post-Secondary Readiness, and Top 25% Closing Performance Gaps.

There is a positive correlation in mathematics and reading mastery levels for eighth grade with percentages above ninety-two for both areas. Eighth grade is a culmination of our three year Middle Years Programme and the students are challenged by being assessed above level taking the ninth grade STAAR English I End of Course (EOC) in 2013 and the Algebra I EOC for the 2012 through 2014 spring administrations. Students achieved passing rates of eighty-six and above ninety-eight percent respectively.

Seventh grade reading further exemplifies mastery with a range of ninety-four to one-hundred percent passing rate over the last five years. While sixth grade data was not reported as part of middle school until this year, they had a ninety-nine percent passing rate on STAAR in reading and math. The gains in reading and math for each grade level are directly proportional to students' and staffs' dedication to and belief in the IB principles and Stone's core values.

The eighth grade math results in 2010, seventh grade math for African American (AA) students in 2012, and math and reading for English Language Learners (ELL) in 2014 indicated a gap at or above ten percent. When compared to the entire population, the data shows that together the subgroups have continued to have the same positive correlation as Stone's overall upward trend in student performance.

Efforts to bridge the gap in the AA and ELL subgroups and increase advanced performance include having ESL certified teachers, utilizing Sheltered Instruction Observation Protocol strategies, incorporating CLOSE reading modules, hosting individualized tutorials, and creating small group lessons based on data derived from formative assessments.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

One of Stone's core beliefs is "99.9% is not enough, we will persevere until 100% of our students reach their goal." With this in mind, the faculty and staff at Harry Stone Montessori Academy IB MYP use a collection of data from various sources to drive quality instruction on a daily basis. These data sources include formative and summative assessments such as five to ten minute demonstrations of learning, multiple response strategies, checks for understanding, six-weeks tests, semester Assessments of Course Performance, and annual State of Texas Assessment of Academic Readiness. All student performance data is used to determine areas of strength and weakness regarding mastery of the Texas Essentials of Knowledge and Skills. We analyze and revisit areas for instructional improvement and identify students who are in need of remediation. At the beginning of the year, teachers and the leadership team use STAAR data to identify which students are in need of intervention. Students are then enrolled in study skills classes to receive additional assistance. Teachers also use data to pin point TEKS where performance has been historically low. Student Learning Objectives are then developed using the SMART Goal (Specific, Measureable, Achievable, Realistic, Timely) framework. Teachers collect baseline sample data and artifacts to continually monitor the progress of the targeted TEKS for the identified sample group.

Additionally, teachers meet weekly in Professional Learning Communities (IB collaborative sessions, horizontal and vertical team configurations) to share best practices, discuss data and plan lessons and units.

Another Stone core belief is, “Our commitment to excellence will be evident to all stakeholders.” We ensure communication of students’ academic achievements and accomplishments to our community through vehicles such as our school’s website, the Dallas ISD website, report cards, parent teacher conferences, newsletters, and other web based communication mediums.

Part VI School Support

1. School Climate/Culture

A culture of respect and an unapologetic obsession with excellence characterizes Harry Stone Montessori Academy. For the past 7 years, an excellence theme has been established based on input from staff. This year's theme is Excellence Out of this World: Oh the Places We'll Go! The theme is shared each morning on the announcements and can be seen all around the school building including the display case, main office, hallways, common areas, classrooms and even on t-shirts. We know that what students conceive and believe, they WILL achieve!

Our principal and staff fully understand how critical a caring, committed culture of high expectations is to the academic, social, and emotional growth of our students. Stone students feel connected and supported by all staff and in particular, our counseling department, who provides opportunities for students to engage in discussion around topics such as anti-bullying and being drug free. There are also many school-wide activities held to promote our student's social growth such as National Red Ribbon Week, Education Go Get it Week and the Annual Teen Nation Tour Assembly. The Teen Nation Tour is a peer-to-peer anti-bullying campaign and concert tour to educate youth about bullying and prevention.

Our students also understand that they are responsible for their learning. The International Baccalaureate Middle Years Programme has become an integral part of our school culture. It is designed to prepare students for success in the diploma program and post-secondary studies as well as to immerse them in engaging, inquiry based learning. The following Learner Profile traits guide and reinforce our expectations for learning: principled, caring, reflective, inquirers, thinkers, communicators, open-minded, risk-takers, balanced.

At Stone, teachers have earned autonomy. They are valued for the phenomenal ways they are able to engage students in learning and achieving. Our teachers have the freedom to make instructional decisions that are in the best interest of their students with full support from the principal. They are also able to propose innovative and transformative learning opportunities and professional development that will yield amazing outcomes for students. All of our teachers have a voice. They know that their contributions are valued and appreciated when they see that their ideas have been implemented and have become a part of the school culture. We know that successful students and successful teachers will ensure an environment where a legacy can be left. The programs and curriculum that have been intentionally and deliberately selected will ensure our students are prepared for leadership in the 21st century and beyond.

2. Engaging Families and Community

Harry Stone Montessori Academy believes that when schools, families and communities work together, the academic achievement of students is affected positively. One of Stone's Core Beliefs is that our passion for excellence will be obvious to all stakeholders. We demonstrate this passion by communicating our school's academic and social priorities to families, communities and businesses. This is accomplished through our Site Based Decision Making Committee (SBDM), Parent/Community Volunteers and PTA.

Members of the SBDM, many who represent local businesses, have been instrumental in helping us acquire technological hardware and software that have enabled teachers and students to enhance and deepen their units of instruction. They have also connected us with other members of the business community who also support of our priorities. Other business partners were instrumental in us becoming a Samsung Pilot School. Due to this relationship, our Technology Teacher was able to expose our teachers to cutting edge technology applications which enabled them to implement a student management system that allowed students to take better ownership of the learning. Students and their parents have remarked about how much better students are able to keep on track with assignments, projects and grades.

Our partnership with the University of North Texas has afforded us the opportunity to engage in dialogue with one of the professors of Curriculum and Instruction. She participated in our college and career day as

well as spent time with middle school students in discussion about college readiness and preparedness and scholarship. This relationship also resulted in the professor serving as the keynote speaker for the 8th grade end of year awards ceremony.

The Parent volunteers have made a huge impact on our positive school culture and student academic achievement. They have served as classroom readers and helpers, career day participants, classroom representatives, field trip chaperones, safety committee representatives, and afterschool program assistants. One event in particular that stands out is the HP Community Impact Day in which about 50 volunteers spent the entire day on campus completing various classroom and school wide projects.

Our partnership with the PTA has been amazing. We have benefited tremendously from their support of our Montessori and IB programs. Their contributions have been in the form of fundraising events such as Family Fun Night, Daddy Daughter Dance, Field Day and Jeans Days. Specifically, the PTA not only raised the necessary funds to ensure we met the criteria to become authorized as an IB World School but they participated fully throughout the entire authorization process.

3. Professional Development

Professional development is aligned to student need. The major focus for the past three years has been to complete the training required by the International Baccalaureate to become an authorized World School. The key action in our Campus Action Plan states that all staff members will understand, be able to articulate, and support the campus academic priorities of: student achievement, effective instruction, culture and climate. Each year we have been the recipient of a grant to fund campus professional development efforts. As a result, we exceeded the requirement and received a commendation from the IB during our authorization visit in the area of professional development.

A challenge for our campus is to increase the number of students who perform at the academically advanced achievement levels. Since students are considered to be college and career ready with achievement at this level, we have established campus goals to support this improvement. The current goal is for 80% of our students to achieve in the academically advanced categories for all subjects. In addition to meeting the IB requirement for authorization, attending the IB Category workshops provides teachers with professional development activity needed to deliver instruction in accordance with the IB Middle Years Programme (MYP) philosophy. Independent research organizations indicate that higher percentages of (MYP) students achieve proficient or advanced on worldwide state assessments than non-MYP students. The courses also support state TEKS and teachers receive credit from the Texas Education Agency for Gifted and Talented professional development hours.

Professional development is embedded into the campus culture through daily collaborative planning times that are built into the master schedule. Teachers have an additional collaborative planning time where they meet both horizontally and vertically according to a prescribed schedule. They also meet with the campus IB coordinator and engage in tutorials on the IB Online Curriculum Center and on our campuses curriculum and unit planning management tool. Staff are consistently encouraged by administration to keep their tools sharpened and are called upon during staff meetings to share how they have been engaged. MYP staff is required to keep current on research trends. Consistent with our campus culture, articles are shared among the staff. Book Studies are also part of the professional development practices at Stone.

Content specialists are invited to Stone for campus based sessions on days that are set aside for professional development during the school year.

Because we are a Pre-Advanced Placement Campus, staff members have also completed the Gifted and Talented (GT) training modules required by the District. New staff must complete 30 hours of GT training and returning members must complete a six hour update each year.

4. School Leadership

Harry Stone Montessori Academy's school leadership philosophy can best be described as servant leadership. According to Robert K. Greenleaf, "servant-leaders focus primarily on the growth and well-being of people and the communities to which they belong." While traditional leadership generally involves the accumulation and exercise of power by one at the "top of the pyramid," servant leadership is different. The servant-leader shares power, puts the needs of others first, and helps people develop and perform as highly as possible.

The principal builds leadership capacity for sustained improvement by empowering team members, sharing leadership, providing support, encouraging teachers to reflect on their practice and challenging the status quo. In this way, she can ensure that the goals and vision for student achievement are realized.

At Stone, leadership capacity is developed through the Campus Leadership Team, or CLT, who are representatives of the PK-8 grade levels. These members have the responsibility for the development, design and implementation of curriculum and for ensuring that their teams are equipped to provide the necessary resources for students to learn at higher levels. They also have courageous and collaborative discussions on a weekly basis with their teams around effective lesson planning, student work, assessment data, intervention strategies and research-based practices of high achieving schools. In addition, they develop projects and initiatives that contribute to sustained improvement in all of the disciplines for all students.

We believe that "leaders influence others to understand and agree about what needs to be done and how. This process requires the facilitation of individual and shared efforts to accomplish common objectives." (Kyrtheotis and Pashiardis, 1998b, p. 3) In this way, the CLT has helped to lead the type of change that has resulted in significant student progress.

The instructional coach position was allotted to campuses to assist in increasing student achievement by: providing on-site targeted feedback for teachers to improve classroom instruction and reinforce the implementation of district and campus initiatives and strategies; identifying areas of needed improvement in classroom instruction and target areas; serving as the on-site professional development provider; and collaborating with teachers and administrators about curriculum and instruction. Our instructional coach, in collaboration with the administrative team and CLT, provides the necessary support that has resulted in student mastery of skills and objectives as evidenced by the assessment data we analyze on a tri-weekly basis. It is this team collaboration that will continue to ensure our effectiveness as a school.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>State of Texas Assessment Academic Readiness (STAAR)</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Satisfactory Academic Performance and above	99	83	94	87	98
Advanced Academic Performance	19	24	23	24	33
Number of students tested	68	46	48	45	48
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	98	82	93	81	96
Advanced Academic Performance	29	29	18	22	39
Number of students tested	41	28	28	27	28
2. Students receiving Special Education					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
3. English Language Learner Students					
Satisfactory Academic Performance and above	100		88	50	
Advanced Academic Performance	44		38	0	
Number of students tested	9	0	8	2	0
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	97	76	96	88	100
Advanced Academic Performance	39	29	20	20	46

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	31	21	25	25	24
5. African- American Students					
Satisfactory Academic Performance and above	100	85	90	82	94
Advanced Academic Performance	14	25	25	24	29
Number of students tested	28	20	20	17	17
6. Asian Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
9. White Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
10. Two or More Races identified Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory Academic Performance and above					
Advanced Academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance					
Number of students tested					
13. Other 3: Other 3					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					

NOTES: The data reported represents performance on the state standardized test which was the Texas Assessment of Knowledge and Skills (TAKS) for the 2009-2010, and the 2010-2011 school years. Beginning with the 2011-2012 school year a new state test, the State Assessment of Academic Readiness (STAAR), was implemented.

Students that were alternately assessed and all subgroups not listed represent less than 10% of the school's total population.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>State of Texas Assessment of Academic Readiness (STAAR)</u>
All Students Tested/Grade: <u>7</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Satisfactory Academic Performance and above	86	96	95	94	98
Advanced Academic Performance	16	22	16	31	45
Number of students tested	50	69	62	68	62
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	1	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	88	98	97	91	98
Advanced Academic Performance	16	16	18	25	48
Number of students tested	32	44	39	44	44
2. Students receiving Special Education					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
3. English Language Learner Students					
Satisfactory Academic Performance and above	50	100	100	100	100
Advanced Academic Performance	0	25	0	0	100
Number of students tested	4	8	2	1	1
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	83	97	100	92	100
Advanced Academic Performance	17	21	18	26	44
Number of students tested	24	39	40	39	34
5. African- American Students					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Satisfactory Academic Performance and above	91	92	85	96	94
Advanced Academic Performance	14	16	5	38	33
Number of students tested	22	25	20	24	18
6. Asian Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
9. White Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
10. Two or More Races identified Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
13. Other 3: Other 3					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					

NOTES: The data reported represents performance on the state standardized test which was the Texas Assessment of Knowledge and Skills (TAKS) for the 2009-2010, and the 2010-2011 school years. Beginning with the 2011-2012 school year a new state test, the State Assessment of Academic Readiness (STAAR), was implemented.

Less than 2% of students that were alternately assessed and all subgroups not listed represent less than 10% of the school's total population.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>State of Texas Assessment of Academic Readiness</u>
All Students Tested/Grade: <u>8</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	Apr	Apr
SCHOOL SCORES*					
Satisfactory Academic Performance and above	100	98	98	98	93
Advanced Academic Performance	15	15	0	49	26
Number of students tested	69	65	61	61	70
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	2	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	100	98	100	98	97
Advanced Academic Performance	12	16	0	46	21
Number of students tested	51	45	38	46	38
2. Students receiving Special Education					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
3. English Language Learner Students					
Satisfactory Academic Performance and above	100			100	100
Advanced Academic Performance	0			33	0
Number of students tested	5	0	0	3	2
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	100	100	97	100	100
Advanced Academic Performance	11	17	0	48	26
Number of students tested	37	41	37	33	35
5. African- American Students					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Satisfactory Academic Performance and above	100	95	100	94	79
Advanced Academic Performance	18	5	0	35	17
Number of students tested	28	22	20	17	24
6. Asian Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
9. White Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
10. Two or More Races identified Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
13. Other 3: Other 3					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					

NOTES: The actual percentage of the 1 student that was alternately assessed on the 2011-2012 STAAR test in this content and grade level is 1.64% and represents eight tenths of a percent of the total school population. This student took the STAAR Modified (STAAR M) test to comply with his/her IEP (Individual Evaluation Plan). All subgroups not listed represent less than 10% of the school's total population. Data in table above for school years 2011-2012, 2012-2013, & 2013-2014 reflect our eighth grade students' performance on the ninth grade STAAR Algebra I EOC rather than the eighth grade STAAR Math test.

The data reported represents performance on the state standardized test which was the Texas Assessment of Knowledge and Skills (TAKS) for the 2009-2010, and the 2010-2011 school years. Beginning with the 2011-2012 school year a new state test, the State Assessment of Academic Readiness (STAAR), was implemented.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>State of Texas Assessment of Academic Readiness</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Satisfactory Academic Performance and above	99	87	94	93	94
Advanced Academic Performance	19	17	23	60	52
Number of students tested	68	46	48	45	48
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	98	86	100	89	93
Advanced Academic Performance	20	14	21	52	54
Number of students tested	41	28	28	27	28
2. Students receiving Special Education					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
3. English Language Learner Students					
Satisfactory Academic Performance and above	100		100	50	
Advanced Academic Performance	22		13	50	
Number of students tested	9	0	8	2	0
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	100	81	96	96	94
Advanced Academic Performance	16	19	16	48	46
Number of students tested	31	21	25	25	24
5. African- American Students					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Satisfactory Academic Performance and above	96	90	90	88	94
Advanced Academic Performance	14	15	30	71	65
Number of students tested	28	20	20	17	17
6. Asian Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
9. White Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
10. Two or More Races identified Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
13. Other 3: Other 3					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					

NOTES: The data reported represents performance on the state standardized test which was the Texas Assessment of Knowledge and Skills (TAKS) for the 2009-2010, and the 2010-2011 school years. Beginning with the 2011-2012 school year a new state test, the State Assessment of Academic Readiness (STAAR), was implemented.

Students that were alternately assessed and all subgroups not listed represent less than 10% of the school's total population.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>State of Texas Assessment of Academic Readiness</u>
All Students Tested/Grade: <u>7</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Satisfactory Academic Performance and above	94	100	97	100	100
Advanced Academic Performance	30	38	26	59	56
Number of students tested	50	69	62	68	62
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	1	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	94	100	100	100	100
Advanced Academic Performance	31	27	28	64	50
Number of students tested	32	44	37	44	44
2. Students receiving Special Education					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
3. English Language Learner Students					
Satisfactory Academic Performance and above	50	100	100	100	100
Advanced Academic Performance	25	25	0	100	0
Number of students tested	4	8	2	1	1
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	88	100	100	100	100
Advanced Academic Performance	33	33	25	59	41
Number of students tested	24	39	40	39	34
5. African- American Students					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Satisfactory Academic Performance and above	100	100	90	100	100
Advanced Academic Performance	32	40	20	58	72
Number of students tested	22	25	20	24	18
6. Asian Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
9. White Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
10. Two or More Races identified Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
13. Other 3: Other 3					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					

NOTES: The data reported represents performance on the state standardized test which was the Texas Assessment of Knowledge and Skills (TAKS) for the 2009-2010, and the 2010-2011 school years. Beginning with the 2011-2012 school year a new state test, the State Assessment of Academic Readiness (STAAR), was implemented.

Less than 2% of students that were alternately assessed and all subgroups not listed represent less than 10% of the school's total population.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>State of Texas Assessment of Academic Readiness</u>
All Students Tested/Grade: <u>8</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Satisfactory Academic Performance and above	100	86	95	100	100
Advanced Academic Performance	45	3	33	74	61
Number of students tested	69	63	61	61	70
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	2	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	100	86	97	100	100
Advanced Academic Performance	42	2	26	70	63
Number of students tested	53	44	38	46	38
2. Students receiving Special Education					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
3. English Language Learner Students					
Satisfactory Academic Performance and above	100			100	100
Advanced Academic Performance	20			33	0
Number of students tested	5	0	0	3	2
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	100	85	95	100	100
Advanced Academic Performance	38	3	27	70	57
Number of students tested	37	39	37	33	35
5. African- American Students					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Satisfactory Academic Performance and above	100	86	95	100	100
Advanced Academic Performance	50	0	35	74	58
Number of students tested	28	22	20	17	24
6. Asian Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
9. White Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
10. Two or More Races identified Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
13. Other 3: Other 3					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					

NOTES: The actual percentage of the 1 student that was alternately assessed on the 2011-2012 STAAR test in this content and grade level is 1.64% and represents eight tenths of a percent of the total school population. This student took the STAAR Modified (STAAR M) test to comply with his/her IEP (Individual Evaluation Plan). All subgroups not listed represent less than 10% of the school's total population. Data in the table shows STAAR ELA results for eighth grade reading for all years requested with the exception of 2012-2013 school year. The 2012-2013 test results above are for the ninth grade STAAR EOC English I that was taken by our eighth grade students. Noting that the numbers and percentages for 2012-2013 are for a high school test rather than a middle school test.

The data reported represents performance on the state standardized tests which was the Texas Assessment of Knowledge and Skills (TAKS) for the 2009-2010, and the 2010-2011 school years. Beginning with the 2011-2012 school year a new state test, the State Assessment of Academic Readiness (STAAR), was implemented.